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PRACTICES AND PATTERNS OF FACULTY DESEGREGATION, A GUIDEBOOK.

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ADDRESSED PRIMARILY TO SCHOOL ADMINISTRATORS, THIS
BOOKLET IS BASED ON RESEARCH AND THE EXPERIENCE OF SOUTHERN
SCHOOL SUPERINTENDENTS IN INSTITUTING FACULTY DESEGREGATION.
EXISTING PRACTICES AS WELL AS A NUMBER OF SPECIFIC
SUGGESTIONS ARE OUTLINED. THERE IS ALSO AN ANNOTATED SELECTED
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PRACTICES AND PATTERNS OF FACULTY DESEGREGATION

A Guidebook

by

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INTRODUCTION

This booklet has been prepared to meet the urgent need of school administrators who are seeking means of implementing the objective of faculty desegregation. It is based on research and the experience of Southern school superintendents who have worked diligently and professionally with the problems of desegregation. Their experiences with the processes of faculty desegregation are reported along with many potentially useful procedures. This booklet, the third of a series, includes not only accounts of the practices and patterns developed by experienced administrators, but also, many specific suggestions. A series of considerations and planning steps are also listed. For those who seek further information an annotated bibliography of selected reports and studies has been included.

This booklet does not contain voluminous descriptions of procedures employed to desegregate school faculties, but contains accounts of a variety of practices, suggestions, and steps to follow. It is hoped that the administrator will use them as a means of developing his own plan for desegregating his faculty or as a means of comparing his plans to the experience of others with a view to making adjustments where it is deemed advisable.

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PRACTICES AND PATTERNS OF FACULTY DESEGREGATION

In December, 1966, the United States Commissioner of Education, Harold Howe II, released the "Revised Statement of Policies for School Desegregation Plans Under Title VI of the Civil Rights Act of 1964." Guidelines for the desegregation of school faculties were included in the revised statement. The sections contained in the document concerning faculty desegregation follow:

§181.13 Faculty and Staff

(a) *Desegregation of Staff.* The racial composition of the professional staff of a school system, and of the schools in the system, must be considered in determining whether students are subjected to discrimination in educational programs. Each school system is responsible for correcting the effects of all past discriminatory practices in the assignment of teachers and other professional staff.

(b) *New Assignments.* Race, color, or national origin may not be a factor in the hiring or assignment to schools or within schools of teachers and other professional staff, including student teachers and staff serving two or more schools, except to correct the effects of past discriminatory assignments.

(c) *Dismissals.* Teachers and other professional staff may not be dismissed, demoted, or passed over for retention, promotion, or re-hiring, on the ground of race, color, or national origin. In any instance where one or more teachers or other professional staff members are to be displaced as a result of desegregation, no staff vacancy in the school system may be filled through recruitment from outside the system unless the school officials can show that no such displaced staff member is qualified to fill the vacancy. If as a result of desegregation, there is to be a reduction in the total professional staff of the school system, the qualifications of all staff members in the system must be evaluated in selecting the staff members to be released.

(d) *Past Assignments.* The pattern of assignment of teachers and other professional staff among the various schools of a system may not be such that schools are identifiable as intended for students of a particular race, color, or national origin, or such that teachers or other professional staff of a particular race are concentrated in those

schools where all, or the majority of, the students are of that race. Each school system has a positive duty to make staff assignments and reassessments necessary to eliminate past discriminatory assignment patterns. Staff desegregation for the 1967-68 school year must include significant progress beyond what was accomplished for the 1966-67 school year in the desegregation of teachers assigned to schools on a regular full-time basis. Patterns of staff assignments to initiate staff desegregation might include, for example: (1) some desegregation of professional staff in each school in the system, (2) the assignment of a significant portion of the professional staff of each race to particular schools in the system where their race is a minority and where special staff training programs are established to help with the process of staff desegregation, (3) the assignment of a significant portion of the staff on a desegregated basis to those schools in which the student body is desegregated, (4) the reassignment of the staff of schools being closed to other schools in the system where their race is a minority, or (5) an alternative pattern of assignment which will make comparable progress in bringing about staff desegregation successfully.¹

An earlier explanatory statement of the guidelines released by Commissioner Howe stated that ". . . The 1966 Guidelines require actual desegregation in the school staff." Included also was this further delineation:

In general, school systems with bi-racial faculties must assign staff in such a way as to produce some faculty integration in every school. The Commissioner may approve different patterns where the school system shows that another method would be equally effective.

The 1966 Guidelines also include safeguards against discriminatory hiring, firing, promotion, and extension of tenure. They do not violate a system's right to administer its staff according to professional criteria, but they do require that such practices not result in discrimination by race, color, or national origin.²

¹ "Revised Statement of Policies for School Desegregation Plans Under Title VI of the Civil Rights Act of 1964," As Amended for the School Year 1967-68, December, 1966, U.S. Department of Health, Education and Welfare; Office of Education, pp. 2-3.

² "The 1966 Title VI Guidelines for School Desegregation," March, 1966, U. S. Department of Health, Education, and Welfare: Office of Education, pp. 4-5. (Mimeographed).

It should be noted that subsequent statements of requirements for faculty desegregation have remained unchanged. In general the interpretation of the guidelines has been that acceptable levels of faculty desegregation for 1967-68 would be about double that of 1966-67. In February, 1967, the Commissioner distributed a memorandum which included a statement on what would be expected of those districts operating schools under "free choice" plans.

Last year school districts requesting a rough guide to expected progress were told that the equivalent of one classroom teacher assigned on a desegregated basis in each school normally would be adequate evidence of a sufficient start on staff desegregation, so that no review would be required. For the coming school year double that degree of progress and staff desegregation in both formerly white and Negro schools would be expected to assure that a plan is operating effectively. It should be recognized, again, that this can only be a very rough measure. For instance, in districts with a few large schools more progress would be expected, and in districts with a great many small schools less might be expected.³

School superintendents throughout the southern states have initiated action in desegregating faculties and professional staffs. In some places these initiatory actions have resulted in total desegregation — that is to say, both students and faculty have been assigned on a non-discriminatory basis. In accordance with such plans, resulting in the elimination of the "all-white" or the "all-Negro" school, faculties have been re-assigned to schools on a bi-racial basis.

On the other hand there are school systems which have scarcely started the desegregation of students, much less their faculties. Local school officials have felt that to "move too fast" with faculty desegregation would result in community resistance to the extent of failure to support public edu-

³"Memorandum For School Districts Operating Under Free Choice Desegregation Plans." February, 1967. U.S. Department of Health, Education, and Welfare: Office of Education, p. 2. (Mimeographed.)

tion.

If school districts are to be considered in "Title VI compliance," then student and faculty desegregation must be a reality. It is not sufficient at this time for school districts to take "experimental" steps in the desegregation of their faculties; to do so would be inadequate under present legal provisions.

Interviews With School Administrators

The experience of selected superintendents, principals, supervisors, assistant administrators and others located in "border" and "deep-south" states, relating to the desegregation of school faculties are described briefly in this section of the pamphlet.

The School Board. Experience has demonstrated for the most part that the quality of leadership provided by local school boards does indeed have an effect on the communities. Positive action taken by boards in the form of adopting resolutions of intent to meet requirements of compliance have tended to strengthen the position of the local superintendent and his staff as they proceeded to plan further for desegregation generally and of school faculties in particular. But as one Maryland superintendent has said, "It is one thing to effect change because of a mandate, and quite another to effect change just because you feel that it is right." A resolution, adopted by a school board and buttressed by an affirmation of the control board (city council, trustees, board of supervisors, etc.), can be the underpinning for successful (faculty) desegregation of the schools. This point was made vigorously by Morris in a study of faculty desegregation in Kentucky.

In this movement toward the desegregation of schools, faculty desegregation has proceeded at a much slower pace than student desegregation. More resistant attitudes by communities toward faculty

desegregation has been given as the reason for this lag. The existence of attitudes of resistance toward faculty desegregation does not negate the principle that true desegregation must include teachers as well as students. School and community officials bear the responsibility of assuming leadership roles in preparing for faculty desegregation as well as implementing the process. The kind of leadership behaviors exhibited by these leaders will determine in large measure the extent to which the embodiment of democratic concepts is reflected in desegregation practices.⁴

Practice in the desegregating of faculties has ranged from none at all to the complete elimination of the dual school system in which there are no "all white" schools or "all Negro" schools. Questions naturally arise as to what procedures and techniques were used and what were the conditions surrounding the effective desegregation of faculties. There is, of course, no easy answer, but the point needs to be made again that in those school systems in which positive and effective leadership by professional administrators and local school boards is demonstrated, the chances for success in every area of desegregation are materially enhanced. The following procedures are reported as representative of the range of effective practices engaged in by school boards and administrators in laying the foundation for the implementation of desegregation:

1. The school board appointed an informal "integration committee," composed of four Negroes and five whites, including the superintendent who served as secretary of this committee. The school board adopted no resolutions regarding desegregation without first seeking the advice of and a recommendation from the committee.
2. The board of education adopted the policy that all teachers would continue to be employed provided they ren-

⁴ Eddie W. Morris, "Factors Related to Faculty Desegregation in Public Schools" (unpublished doctoral dissertation, The University of Kentucky, Lexington, Kentucky, 1965), pp. 1-2.

der competent service when and if certain schools are eliminated from further service.

3. A lay advisory committee was appointed by the board in 1956. This biracial committee was composed of three ministers, a college professor, a physician, a real estate agent, three housewives and two farmers.

4. Desegregation basically began with the development of a fundamental statement of belief by an advisory committee which was created by the Board of Education in 1955. This statement, as finally recommended by the committee to the school board, primarily required an honest enforcement of the desegregation principle. The school board accepted the recommendation and adopted it as policy.

Implementation Efforts. It was evident from the experiences reported by those school officials who were interviewed that faculty desegregation was most successful (little or no evidence of strained interpersonal relations or of community turmoil) in those school systems in which professional leadership had been a positive influence on the community early in the desegregation process. Early attempts to desegregate the faculty in a large urban Tennessee school system were confined to the service areas such as physical education, art, and like. Negro teachers were assigned in some instances to all-white schools and a few white teachers were assigned to all-Negro schools. Small school units were closed. Faculty recruitment became non-discriminatory with white and Negro recruiters going to both predominantly white and predominantly Negro colleges; and the question is always raised by the recruiters as to whether the applicants are willing to teach in desegregated schools.

According to another superintendent, faculty desegregation is the most difficult of all problems of desegregation. There aren't many persons who disagree with his assessment.

He recommended that bi-racial teacher teams be utilized. Trade two teachers of one race for two teachers of another race and assign each team to a school previously of a different race. Follow this assignment by a rotation plan of other teams of teachers to the desegregated schools. Also, give principals the responsibility and the opportunity to seek their own white or Negro staff members. Another superintendent advised, ". . . face it honestly and positively and forget the color of skin." In both instances, the superintendents relied heavily upon their principals for advice since great emphasis is placed on the role of leadership of the principals in the individual schools.

Administrative decisions made to implement the desegregation process rely heavily on two basic operations: closing small Negro schools and the reorganization of the school program from 7-5 or 8-4 to a 6-3-3 or similar plan. One superintendent reported that as small Negro schools were closed, the teachers from these schools were assigned to the adjacent receiving schools which took the children from the areas served by the schools no longer used, and some of the teachers were also used as members of team-teaching units. This same superintendent, located in a Florida school system, hastened to point out that in-service institute programs served as effective "ice-breakers" only when astute consultants were used.

Another administrator stated that in the process of faculty desegregation, at least one Negro teacher was placed in each previously all-white school. Teachers who were assigned to schools in which they would be in the minority were interviewed prior to their assignment. This Kentucky superintendent reported that ". . . there have been complaints about our teachers, but there have been none against the Negro teachers."

A North Carolina superintendent reported that Negro

physical education teachers taught both white and Negro children, and that in one school the faculty was about 50% white. The central office supervisory staff was also desegregated.

After the Brown decision, we began by talking with principals about what was to come and the principals in turn talked to their faculties. For the coming year we have asked principals to talk with their faculty members about the necessity of staff integration. We have asked them to find out if the teachers would be willing to transfer to faculties to which they would be in the minority.

An administrative assistant indicated that it is absolutely essential for school personnel to know the community and for the community to know what the school officials are doing. "We've had a good press: the problem has been met and is now receding into the past and once again focusing on quality education above all." He suggested that "... channels of communication must be kept open."

In another North Carolina community, the administrator first talked with the central office staff to solicit suggestions as to which of the teachers might be candidates to make the "change." Those who were so identified were contacted and asked if they would be willing to make the change. Further, an advisory council, composed of teacher representatives from each school, was established and this group was used by the superintendent as representative of the system. The personnel department worked with teachers new to the system and with experienced teachers to determine whether they would be willing to teach in desegregated schools. In this instance the matter of desegregating a staff and faculty was a cooperative effort. It is significant to note that there have been no changes in the teacher recruitment program in this school system and teachers are in fact assigned to schools on the basis of vacancies and qualifications.

One South Carolina administrator who reported no faculty desegregation stated that he was in the process of preparing an office for a Negro attendance officer to be employed to serve the entire city. This was to be the first step in faculty desegregation in this particular community.

A Maryland superintendent felt that "The administrative attitude is the key to the whole thing . . . the best man for the job." A Maryland principal stated that ". . . whoever is in power has to make a statement that no one will lose his job or, at least, what the personnel policy will be." He reported that when Negro schools in his area were closed, the representatives from the receiving schools went to observe the Negro teachers in their classrooms prior to the closing of the schools. Both white and Negro teachers, and principals as well, were enthusiastic about the procedure and welcomed the Negro teachers to their own schools.

And in still another Maryland system, it was reported that in preparing for faculty desegregation an in-service training program of one week duration was held, to which the teachers, principals and the central office staff in the schools most directly affected were invited. Teachers and other professional staff are now assigned to the schools which have specific needs irrespective of the race of the assigned individual . . . and promotion policies have not changed.

An Oklahoma superintendent believes that the key to desegregating the faculty is "naturalness". This administrator worked with principals and teachers and it was his intention to make naturalness the key to his procedure. A Negro teacher would be introduced as a new staff member in much the same way as any new staff member would be introduced to a faculty and the "buddy-system" of teacher assistants which had been in existence for a number of years prior to desegregation was continued. When the staff

was desegregated for the first time the superintendent interviewed the teachers involved and "laid the cards on the table," by explaining some of the problems that he thought might arise.

Negro and white teachers to be involved in staff desegregation for the first time were suggested to the superintendent by their own colleagues as individuals whom they thought could succeed in the situation. Staff members, both white and Negro, were involved in this recommendation process. The superintendent reported more resistance on the part of the Negro teachers to go into the white schools than among the white teachers to go into some of the previously all-Negro schools. The Negro teachers were concerned about the "acceptance level" by their professional colleagues as well as by the students whom they would teach. He also related that another activity which had helped with staff desegregation was the team-teaching of a television class by both a white and Negro teacher.

A Texas superintendent reported that he sent two principals and three teachers to a Human Relations Institute at the University of Oklahoma. Following this experience, these five persons served as local leaders in discussion groups which had been arranged within the teaching staff and a member of the Human Relations Center served as a consultant when needed. As a result of this activity, committees of teachers proceeded to develop instructional materials and the school programs were subsequently departmentalized from the fourth through the sixth grade.

One Missouri school administrator suggested that for faculty desegregation to work it was necessary to:

1. Secure both the Negro and white teachers who are above average in competence for assignment to schools in which they are in the minority.
2. Seek voluntary participation on the part of both the

white and the Negro teachers to go into a desegregated situation.

3. Include in the pre-service training of teachers more materials and experiences related to human relations, social interaction and value systems.
4. Insure that all teachers and administrators are promoted on a single basis — that of merit.

A superintendent in Oklahoma reported a procedure in which seventy-five Negro teachers were teamed with seventy-five white teachers for purposes of exchange teaching. On a given date each of the teachers taught the class of his or her teammate; during the period of exchange the white teachers were teaching Negro youngsters and the Negro teachers were teaching white students. He stated that "there was considerably more pre-planning of lessons for this one teaching experience than there has been in the many years that I have been superintendent here; the telephone lines were busier for about a week prior to the exchange than they have ever been before." He reported that there were follow-up sessions of groups of teacher teams to evaluate the experiences and that many of the teachers thoroughly enjoyed the experience. Many teachers were looking forward to planning for a similar experience in the future but for a prolonged period of time.

An administrator from Tennessee reported that as far as faculty desegregation was concerned he had, at the outset, assigned both white and Negro teachers to such service areas as physical education, art, and the like, in those schools in which they were in the minority. It was his intention to place both Negro and white teachers in schools in which the teachers would be in the minority irrespective of whether the schools were desegregated on the basis of pupil attendance. The professional staff of the central office had already been desegregated and it was his policy to assign

their duties on a non-discriminatory basis. This superintendent reported that one of the most effective procedures followed by any of the Negro teachers in the predominantly white schools was to discuss openly and frankly his or her own background in some depth at the time of the schools' "open-house" or "parents' night". Part of the plan for faculty desegregation in this school system was to close the small school units — white or Negro — and convert the 1-12 schools to either 1-9 or a 1-6 grade school.

"If I had it to do over again, I'd do it more rapidly," reported a Missouri Superintendent. It was his feeling that the experience was not as "fearsome or awesome" to the community as he had originally thought it would be. "Instead of just one teacher a year, I'd go for three, possibly four at a time. At the outset we were cautious: we had the Negro men teach both white and Negro boys and Negro women to teach both white and Negro girls."

A Texas administrator advises that only the best qualified and publicly acceptable Negro teachers should be assigned to the faculty of an all-white or recently desegregated school. He observed that in school systems (including his) the process of faculty desegregation was predominantly in the direction of Negro teachers moving into previously all-white schools. In his assessment of the local situation, he first used Negro teachers to desegregate the white schools in such posts as assistant librarians and as teachers in home-making departments, special education, remedial reading, industrial arts, physical education, music, art, etc.

A school superintendent in Mississippi reported that in desegregating his faculty a plan of desegregation was presented to the school board for approval. Following board action on the proposal the superintendent held meetings of departmental chairmen on a desegregated basis. These were professional meetings and preceded further desegregation

of faculties. As a part of the plan, school board members actually visited classes once a week on a regular basis.

A Maryland school system submitted the following recommendations for desegregating faculties:

1. When vacancies occur in schools not having Negro pupils or teachers, encourage the teachers of the white schools to meet and work with those Negro teachers who eventually would be assigned to the white school.
2. Plan in-service preparation activities at the building level.
3. Send staff members and teachers to other school systems that have desegregated to see how it works in order to remove fears and misgivings that teachers have about working with members of other races.
4. Desegregate the administrative team in each school.
5. Solicit volunteers to desegregate the staff in each new school that opens.
6. Consider service in schools of different socio-economic groups one of the conditions for promotion to an administrative or supervisory post within the school system.
7. Utilize the services of the best fully qualified teachers for the first experience in desegregating a faculty. Such teachers, white or Negro, are readily accepted by the students and other teachers and can help "pave the way" with the establishment of good relations within the teaching corps. Weak, but acceptable, teachers should not be the first to be asked to desegregate a school faculty.

It is quite obvious that communities differ in the perceptions its citizens have of the impact of desegregated schools under the Civil Rights Act of 1964. School administrators and their boards are seeking ways of working within the confines of the law and at the same time seeking ways

of minimizing the less desirable aspects of change. No two administrators or their boards work alike or arrive at the same conclusions with respect to the procedure for implementing change. It is possible, however, to draw some conclusions based on experience. The following considerations should be taken into account by school leaders as they plan for effective faculty desegregation. In the form of five questions, the answers to which should be affirmative, these considerations are:

1. Do the minutes of the school board contain a clear-cut and unmistakable policy statement supportive of the intent to desegregate the schools?
2. Has the administrator of the school district developed a procedural statement as to how the process of desegregation will be implemented?
3. Are personnel policies in keeping with the intent of the law and board policy?
4. Are the most competent teachers, both white and Negro, being used to effectuate faculty desegregation?
5. Is there an in-service or institute program provided which focuses on instructional problems related to teaching the child who is culturally, socially, economically, racially, psychologically, and mentally (to mention a few areas of divergence) different from the teacher?

There are other questions which might be raised but none so crucial as those listed above. If the answer to any of them is a negative one, the school administrator may expect some difficulties in bringing about change and acceptance. On the other hand it cannot be said absolutely that affirmative answers to all five questions will assure smooth transition and acceptance; it can be said that the chances for success of faculty desegregation would be materially enhanced, and the likelihood of difficulty would be minimi-

zed. The following suggestions are made to assist the administrator as he makes decisions about the process of desegregating his faculties.

Suggested Steps for Effective Faculty Desegregation

Utilizing appropriate and judicious lay and professional participation in the process of desegregating faculties, superintendents should take the necessary steps to insure that positive and unhesitating leadership is provided by the school board and professional leaders of the school district. In order to do this and further to implement faculty desegregation the superintendent should:

1. Recommend to the school board the appointment of an inter-racial lay advisory committee which would develop recommendations to be considered by the superintendent and the school board, and which would also provide the board with an additional means of communicating with the local "power structure."
2. Foster meaningful and understanding relationships with the management of local mass media facilities and services.
3. Make decisions when appropriate but should not delay making them on the issues until the "right time" arrives — it very likely will never come.
4. Develop and recommend a plan for accomplishing faculty desegregation to be adopted by the board of education.
5. Distribute to all staff and faculty a statement for accomplishing the desegregation of faculties.
6. Communicate to the staff in unmistakable language the superintendent's intention to implement desegregation on an objective and impartial basis.
7. Take note of and document the ethnic and racial composition of the school district in order to determine

the scope of change needed.

8. Consider a reorganization of present grade structure in order that the most effective uses may be made of faculty and facilities on a non-discriminatory basis.
9. Close small uneconomical school units and work to eliminate the stigma of "all white" and/or "all Negro" school.
10. Assign teachers of closed school units to the same schools which receive the children of the discontinued units.
11. Assign staff and faculty to positions and schools which have specific needs in terms of the individual's professional capabilities to meet the needs.
12. Utilize appropriately the professional talents of a desegregated administrative team.
13. Encourage the staff and faculties to make suggestions for the improved implementation of faculty desegregation.
14. Provide for a professional staff advisory council.
15. Meet periodically with teacher representatives from each school to obtain ideas ("feedback" from administrative dicta), to inform them of activities being undertaken, and to facilitate the flow of ideas (communicate) within the professional group.
16. Provide for a review of past practices and policies in order to identify previous discriminatory procedures with a view toward eliminating them.
17. Assess present staff to determine talents, opinions, attitudes, etc., with the intention of avoiding problems by adjusting the assignments of those known to have either special talents of leadership or negative attitudes.
18. Let it be known that professional competence is the first criterion to be considered in the selection, re-

tention, assignment and promotion of personnel.

19. Observe and evaluate potential teachers for desegregated faculties inasmuch as future success may be predicted from past and present behavior, teaching, associations, rapport and other factors of human relationships.
20. Seek volunteers to accept assignments to desegregated faculties.
21. Assign more than one teacher to each school in which they are of the minority race.
22. Expect principals to develop and maintain positive educational climates.
23. Provide for the inclusion of ethnic orientation as a factor in the evaluation of teaching materials.
24. Encourage teachers to conduct open and frank classroom discussions of cultural and ethnic differences without covering up covert feelings, issues, and stereotypes.
25. Make liberal use (where possible) of inter-racial teaching teams.
26. Consider assigning student teachers to a cooperating teacher of a different race.
27. Encourage and make provision for planned inter-school and intra-school visitations and teaching collaboration.
28. Develop institute, workshop, or other in-service programs and provide time in the school calendar for teachers to participate.
29. Recognize teachers who volunteer to accept assignments in desegregated faculties by providing them with extra professional opportunities, such as representing the school district at state, regional, and national meetings, participating in curriculum materials development committees, speaking to local civic or-

ganizations, etc.

30. Keep a watchful eye on situations and action programs which are not developing as smoothly as possible with a view toward making appropriate adjustments where necessary.
31. Admit errors in judgement when they are revealed as such so that in the long run personal biases and prejudices will not become "road-blocks" to problem solutions.

Administrators will not need to follow all the above suggestions in order to desegregate their faculties effectively. On the other hand, the list is not all-inclusive; it is suggestive only of the myriad of procedures to be considered. No two school districts are alike; therefore no two administrators will adopt the same procedures for desegregating their faculties. Local conditions and the administrator's perception will largely determine how faculties should be desegregated. The preceding list of steps, it is hoped, will serve as a stimulus to the superintendent to develop a plan, a source of ideas for plan development, or a check-list to insure consideration of the factors suggested by the items in the list. Further, it is recommended that serious thought be given to each item in the list and that those procedures deemed valid be utilized as a basis for proceeding to develop a sound plan of faculty desegregation.

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An exploratory study dealing with the attitudes of Negro teachers toward the elimination of segregation. Subjects responded subjectively to visual stimuli and responses were categorized and analyzed as to attitudes. Such negative attitudes as held by the larger number of respondents would cause a Negro to ". . . enter an integrated school system with inhibitions which would prevent him from competing on an equal status basis with his peers."

Arnez, Nancy L. "A Thoughtful Look at Placement Policies in a New Era." *The Journal of Negro Education*, Volume 35, No. 1. (Winter, 1966). 48-54.

Examines the state of faculty integration with special emphasis upon conditions in the South. Care must be taken to insure that the exchange of white teachers for Negro teachers and vice versa is accomplished on a "fair trade" basis. Integration of faculties should be largely achieved through hiring policies of filling vacancies on a color-blind basis, not by wholesale transfer of experienced teachers. Special attention is given to the problems of the inner-city slum schools.

Arnstine, V. C. "Making the In-service Institute Operational: Institutes for Teachers on the Problem of School Desegregation." *Adult Leadership*. Volume 15. (September, 1966). 77 +.

The complexities of desegregation vary with the social and economic conditions in a given locality or school. The institute is a process whereby teachers and researchers mutually inquire into school problems. Participants are expected to help define and solve the problems. Provides basic considerations to be taken into account in planning institute programs.

Bard, Harry. "Observations on Desegregation in Baltimore: Three Years Later." *Teachers College Record*, Volume 59, No. 5. (1958). 268-281.

Faculty desegregation accomplished through integrated eligibility lists based on the National Teachers Examinations. "Continual emphasis on building staff morale" is necessary to promote successful faculty desegregation. The only "predominant problem in respect to the competence of Negro teachers" has been "poor enunciation and

pronunciation." Negro teachers coming from a segregated background may have stereotyped white youngsters and adults and need counseling to be made aware of the fact that there are slow white children. They may need information on the religious and ethnic customs on white minority groups in order to understand children they teach.

Carter, B. "Integrating the Negro Teacher Out of a Job." *Kentucky School Journal*, Volume 44, (October, 1965), 8-11.

When Negro schools are closed, it often happens that their teachers are not considered part of the available supply force. Describes such a situation in Munday, Texas when Hampton Boozer was not re-hired.

Crain, Robert L. and Inger, Martin. "Urban School Integration: Strategy for Peace." *Saturday Review*, (February 18, 1967), 76 +.

The authors of this article find cause for optimism about the fortunes of school desegregation due to: (1) the more positive and active role recently assumed by the Federal Government, (2) the shift of emphasis from school integration by the Civil Rights organizations, (3) the promulgation of the finding of the USOE in *Equality of Educational Opportunities* that racial balance of the school is one of the few factors within the school system's control which improve the students educational achievement and, finally (4) the evidence of public opinion polls that resistance to integration among white southerners has drastically diminished over the past three years. Also cited a study which indicated that the road to success in integrating schools is a school board made up of "the civic elite."

Eaves, Robert W. "When Schools Desegregate." *The National Elementary Principal*, Volume 45, No. 4, (February, 1966), 28-30.

Discussion of problems posed to 31 elementary school principals at an institute on desegregation in Florida, Georgia, and Alabama, concerned with all aspects of desegregation. Indicates that problems with students are minimal even in the deep south; parents and the community at large are the main sources of difficulty.

Garber, Leo O. "How Courts Look At Pupil and Faculty Desegregation." *Nation's Schools*, Volume 78, No. 5, (November, 1966).

Examines the changing balance of legal initiative between the courts and the USOE in setting the minimum standards for compliance with desegregation laws and judicial decisions, and the question of who can challenge in court faculty desegregation cases. The case of

Wheeler V. Durham. The City Board of Education. 346 F. (2nd) 768 (N.C.) indicated that students, parents or teachers may bring suit. The Supreme Court in other cases held that pupils and parents have standing to challenge the right of a school board to assign teachers on a racial basis when questioning the legality of school board desegregation plans.

Grandy, Willard E. "Implications of Integration for the Southern Teacher." *Journal of Negro Education*. Volume 31, No. 2, (Spring, 1962), 191-197.

An examination of the position of Negro and white teachers in the South. Kentucky educators felt that faculty desegregation would be more difficult than pupil desegregation. Many Negro teachers were dismissed, white teachers actually dismissed for defending them. Suggests that the South has a responsibility to desegregate, teachers have responsibilities to prepare adequately, and Negro teachers must prepare for responsibilities of desegregation.

Hall, Harry O. and Dorothea L. Leonard. "Principles of School Desegregation." *Florida Education*. Volume 43, (September, 1965), 12-16.

Principle III suggests plans for the desegregation of the faculty involving transitional moves. The role of the principal in meeting the requirements of desegregation is the emphasis of this article.

Kossow, Henry H. "An Integration Success Story." *The American School Board Journal*. Volume 151, (July, 1965), 39-40.

Report of a desegregated school board in Del Paso Heights School District, Sacramento, California. The faculty is desegregated, ". . . having by 1961 about a third of the teaching staff Negroes, with a sprinkling of Orientals and Mexican Americans as well."

Leeson, James. "How Southern States are Desegregating." *Nation's Schools*. Volume 78, No. 5, (November, 1966).

A good source of relatively "hard" information concerning extent of desegregation in the South as of November, 1966, and the degree of "toughness" with which the USOE is seeking to implement its revised guidelines.

Mays, Nebraska. "Behavioral Expectations of Negro and White Teachers on Recently Desegregated Public School Facilities." *The Journal of Negro Education*. Volume 32, No. 3, (Summer, 1963), 218-226.

A presentation of the findings of an investigation made of the behavioral expectations held by Negro and white teachers on recently

desegregated public school facilities. Matters of primary concern were: probable interaction of Negro and whites in social activities; their probable behavior in activities considered controversial; and probable behavior toward the school's administration.

Mitchell, G. S. "How To Desegregate — Southern Style." *Progressive Education*, Volume 33, No. 2, (March, 1956), 46-47.

"On the matter of teachers and integration, it is clearly right to set up what personnel people call a 'separation register' and in case of a redundancy drop those names, regardless of race, where experience and skill are smallest."

Modes on Faculty Desegregation (Needs and Procedures Suggested), North Carolina Teacher, Volume 36, (May, 1966), 27.

Raises question and answers it: "Is desegregation of a faculty educationally sound?" Cites some actions that facilitate faculty desegregation in a school unit.

Morris, Eddie W. "Factors Related to Faculty Desegregation in Public Schools." Unpublished Doctoral dissertation, University of Kentucky, Lexington, 1965.

A study of forty-one Kentucky school districts which had desegregated faculties. Presents an analysis of the activities leading up to the desegregating of faculties, and the levels of both resistance to and satisfaction of teachers (and communities) with assignments to schools with desegregated faculties.

Osborne, I. "Desegregation of Washington Schools: The First 60 Days." *Journal of Negro Education*, Volume 24, No. 1 (Winter, 1955), 78-86.

Section on teachers deals with the assignment of present teachers and appointment and placement of new teachers. Procedures set forth guarantee the same rights to all teachers.

Ozman, Howard A., Jr. "The Plight of the Negro Teacher." *The American School Board Journal*, Volume 151, No. 3, (September, 1965), 13-14.

Discusses means by which Negro teachers are segregated and recommendations for their integration into desegregated facilities. Administrators are blamed for not giving Negroes teaching jobs and they are accused of "passing the buck" to the next higher echelon. They no longer require a photograph, but eliminate Negroes by name — "Carver, Jackson," or address. Some administrators find themselves interviewing . . . a prospective Negro teacher who has a name like

Koralsky and lives in an integrated neighborhood;" and they may even go through the formality of visiting the candidate's classroom who only finds out later ". . . that the job had been given to a white candidate." Includes recommendations with regard to the matter of basis upon which teachers should be employed.

Robinson, E. "Regional Conference on Faculty Desegregation (Report of the Conference)." *Arkansas Teacher's Association Bulletin*, Volume 34, (June, 1966), 20.

Brief summary of points made by speakers at regional conferences on faculty desegregation sponsored by the National Education Association, the American Association of School Administrators and the U.S. Office of Education at Fort Worth, Texas in April, 1966.

Row, H.E. "Faculty Desegregation (Status of Desegregation in Delaware)." *Delaware School Journal*. Volume 31, (May, 1966), 2-3 +.

Summary of speech delivered in regional faculty desegregation conference, April 22, 1966. Provides a view of the present status of faculty desegregation in Delaware from the viewpoint of the State Department of Public Instruction.

Seeley, David S. "Desegregation Guidelines — Do They Go Far Enough?" *American Education*. (February, 1967), 21-22.

The desegregation guidelines of the U.S. Office of Education represent one aspect of the efforts by courts and Congress to insure that the schools will no longer be used as an instrument to preserve racial segregation. In a clear summary of the desegregation problem from the point of view of the Office of Education, Seeley emphasizes that the responsibilities for making desegregation methods work is with school officials and not the Office of Education or the courts. Cutting off funds is a last resort and is regarded by OE as failure. Assistance is offered eagerly to school officials struggling with desegregation.

Simon, P. "Let's Integrate Our Teachers." *Christian Century*. Volume 74, (1957), 230-232.

A group of concerned citizens formed a committee and members wrote to colleges where qualified Negroes were located, asked the Negroes to notify them if they had applied to the local school board, and pressured local school board to hire state qualified Negro applicants

Slocum, K. G. "Many Negro Teachers Lose Jobs In South, Reject Bids to

Move North (Teachers Victims to Integration)." *North Carolina Teacher*, Volume 36, (May, 1966), 40-42.

Home ties and reprisal fears keep Negro teachers in the South. Integration of Southern Schools has generally backlashed against Negro teachers. Surveys problems Negro teachers have as a result of desegregation. Northern efforts to hire Southern Negro teachers have proved unsuccessful.

Spruill, Albert W. "The Negro in the Process of Desegregation of Schools." *The Journal of Negro Education*, Volume 29, (Winter, 1960), 80-84.

Attempts to answer four questions about Negro teachers in integrated schools in the four southern states of Delaware, Kentucky, Maryland and West Virginia.

- 1) Where desegregation of schools has been accomplished have Negro teachers been utilized?
- 2) On what basis have they been used?
- 3) How have they fared in those instances in which they have been given positions in mixed schools?
- 4) What are the implications for desegregation of schools in the future?

Wey, Herbert W. "Desegregation and Integration." *Phi Delta Kappan*, Volume 47, (May, 1966), 508-515.

Outlines troublesome questions which must be solved before desegregation and integration of schools can take place in the South, and offers some suggestions for solving them. Topics related to faculty desegregation are: displacement of the Negro professional, competence of the Negro teacher, and teacher attitudes toward desegregation.

Wiggins, S. P. "Faculty Desegregation: Quest for Transition." *Journal of Teacher Education*, Volume 17, (Spring, 1966), 65-70.

By delineating a few contradictory realities of the desegregation problem in America, it is pointed out that faculty desegregation should have come first. Agencies for the implementation of faculty desegregation include sanctions of U.S. Office of Education, NEA involvement and NAACP involvement. A three year timetable is also delineated for faculty desegregation progress.

Wiles, Kimball. "Steps in Integration." *Educational Leadership*, Volume 13, (November, 1965), 80-85.

The course of integration is traced from 1920 to the early 1950's.

Specific steps suggested which could help the desegregation of faculties are:

- 1) Joint committees of white and Negro teachers to deal with community problems.
- 2) Combine in-service programs for Negro and white teachers.
- 3) Unify professional organizations.
- 4) Organize interracial discussion groups.
- 5) Develop human relations workshops to promote skill in working with diverse groups.